



**History and Social Science  
Standards of Learning  
Sample Scope and  
Sequence**

# **Virginia and United States Government**

Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2002

# **Virginia and United States Government Sample Scope and Sequence**

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# Virginia and United States Government Sample Scope and Sequence

## Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

# **Virginia and United States Government Sample Scope and Sequence**

## **Introduction**

Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic life. Students examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operation of the United States market economy. The standards identify the personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by the current standards for Virginia and United States Government.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of Virginia and United States government that are included in the Virginia Standards of Learning. It is organized to develop the knowledge of civics and government necessary for students to become informed and responsible citizens. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

## Virginia and United States Government Sample Scope and Sequence

### Overview of the Virginia and United States Government Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Origins and Foundations of American Government	GOVT.2a, b, c, d, e
The Constitution: Framework for Government in the United States	GOVT.4a, b, c, d, e; GOVT.11a, c
Our Federal System of Government	GOVT.5a, b, c, d
National Government: The Legislative Branch	GOVT.7a, b
National Government: The Executive Branch	GOVT.7a, b
National Government: The Judicial Branch	GOVT.7a, b; GOVT.10a, b, c, d
National Government: Shaping Public Policy	GOVT.9a, b, c
Political Parties, Voting and Interest Groups	GOVT.6a, b, c, d, e, f, g; GOVT.9d
State and Local Government	GOVT.8a, b, c; GOVT.9b, c
Citizenship-Rights, Responsibilities and Liberties	GOVT.3a, b, c, d, e; GOVT.11a, b, c, d, e; GOVT.17a, b, c, d, e; GOVT.18a, b, c, d, e, f
Comparative Government and Foreign Policy	GOVT.12a, b, c, d; GOVT.13a, b, c
Free Market and Other Economic Systems	GOVT.14a, b, d, e; GOVT.15a, b, c, d, e, f
Government and the Economy	GOVT.14c; GOVT.16a, b, c

NOTE: Essential skill GOVT.1g is not cited in the “Related SOL” column because it will not be assessed on the Virginia and United States Government Standards of Learning test. Students should, however, have opportunities to practice speaking and writing to express ideas and opinions about events and issues in history and social science. Teachers should incorporate these skills into instruction throughout the year.

## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Origins and Foundations of American Government	<p>Explain what democratic elements of the United States constitutional system evolved from Athens and Rome:</p> <ul style="list-style-type: none"> <li>• Athens—Direct democracy</li> <li>• Rome—Indirect democracy/ republic</li> </ul>	GOVT.2a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Student reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<p><i>See page 67 for reference information</i></p> <ul style="list-style-type: none"> <li>• A Commonwealth of Knowledge</li> <li>• Audiovisual materials</li> <li>• Center for Civic Education</li> <li>• Library of Congress</li> <li>• National Geographic</li> <li>• Smithsonian Institute</li> <li>• Textbook</li> <li>• Virginia Historical Society</li> <li>• Virginia Museum of Fine Arts</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	<p>Using the following information, explain that the United States constitutional system incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights:</p> <p><b>Magna Carta</b></p> <ul style="list-style-type: none"> <li>• Limited power of the government</li> <li>• Fundamental rights               <ul style="list-style-type: none"> <li>– Trial by jury</li> <li>– Due process of law</li> </ul> </li> </ul> <p><b>English Petition of Rights</b></p> <ul style="list-style-type: none"> <li>• Early document supporting idea that men have rights and establishing concept of rule of law</li> <li>• Included basic rights               <ul style="list-style-type: none"> <li>– Guarantee of trial by jury</li> <li>– Protection against marshal law</li> <li>– Protection against quartering of troops</li> <li>– Protection of private property</li> </ul> </li> </ul>	GOVT.2b		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Origins and Foundations of American Government (continued)	<p>(United States constitutional system incorporated ideas continued)</p> <p><b>English Bill of Rights</b></p> <ul style="list-style-type: none"> <li>• Limited power of the monarch <ul style="list-style-type: none"> <li>– No standing army in peacetime</li> <li>– Free elections</li> <li>– Right of petition</li> <li>– Parliamentary checks on power</li> </ul> </li> </ul>	GOVT.2b		
	<p>Using the following information, analyze the fundamental principles of government and law developed by leading European political thinkers—Thomas Hobbes, John Locke, and Montesquieu that may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States of America.</p> <p><b>Fundamental political principles</b></p> <ul style="list-style-type: none"> <li>• Limited government—John Locke, Thomas Hobbes (Constitution of Virginia, Constitution of the United States of America, Declaration of Independence)</li> <li>• Government's authority coming only from the consent of the governed—John Locke (Declaration of Independence, Constitution of the United States of America)</li> <li>• Separation of powers—Montesquieu (Constitution of the United States of America, Constitution of Virginia)</li> </ul>	GOVT.2c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Origins and Foundations of American Government (continued)	Explain that the charters of the Virginia Company of London extended the rights of Englishmen to the colonists.	GOVT.2d		
	Using the following information, explain how the natural rights philosophy of John Locke and Jean-Jacques Rousseau are expressed in the Declaration of Independence: <ul style="list-style-type: none"> <li>· Rousseau believed that all men are equal.</li> <li>· Locke believed that government is based on an agreement between people and their rulers ("social contract"). He felt that people have the right to life, liberty, and property.</li> </ul>	GOVT.2e		
	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret diagrams, tables, and charts.	GOVT.1b		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Identify a problem and prioritize solutions.	GOVT.1f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Constitution: Framework for Government in the United States	<p>Using the following information, evaluate how the debates over ratification of the Constitution of the United States of America focused on power given to the national government and how the amount of power given to the national government polarized the ratification debates:</p> <p><b>Ratification debates</b></p> <ul style="list-style-type: none"> <li>• Nine of thirteen states needed to ratify constitution</li> <li>• Anti-Federalist position <ul style="list-style-type: none"> <li>– Suspicious of a strong central government</li> <li>– Wanted bill of rights to protect personal liberties</li> </ul> </li> <li>• Federalist position <ul style="list-style-type: none"> <li>– Believed that a strong central government was the best way to protect freedom</li> </ul> </li> </ul>	GOVT.4a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Student reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<p><i>See page 67 for reference information</i></p> <ul style="list-style-type: none"> <li>• A Commonwealth of Knowledge</li> <li>• Audiovisual materials</li> <li>• Center for Civic Education</li> <li>• Library of Congress</li> <li>• National Geographic</li> <li>• Smithsonian Institute</li> <li>• Textbook</li> <li>• Virginia Historical Society</li> <li>• Virginia Museum of Fine Arts</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Explain that <i>The Federalist</i> was a series of essays supporting adoption of the Constitution of the United States of America.	GOVT.4a		
	Explain that the purpose of government is established in the Preamble of the Constitution of the United States of America.	GOVT.4b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Constitution: Framework for Government in the United States (continued)	Identify the purposes for government as stated in the Preamble: <ul style="list-style-type: none"> <li>To form a more perfect union</li> <li>To establish justice</li> <li>To ensure domestic tranquility</li> <li>To provide for the common defense</li> <li>To promote the general welfare</li> <li>To secure the blessings of liberty</li> </ul>	GOVT.4b		
	Using the following information, evaluate the fundamental principles contained in the Constitution of the United States of America:  <b>Fundamental principles</b> <ul style="list-style-type: none"> <li>Consent of the governed: People are the only source of governmental power.</li> <li>Limited government: The government may do only those things that the people have given it the power to do.</li> <li>Separation of powers: Government is divided into three branches— legislative, executive, and judicial.</li> <li>Checks and balances: This is a system whereby each branch of government exercises some control on the others.</li> <li>Federalism: In this form of government, powers are divided between the national government and state governments.</li> </ul>	GOVT.4c		

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Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Constitution: Framework for Government in the United States (continued)	(fundamental principles contained in the constitution continued)  <ul style="list-style-type: none"> <li>Rule of law: The Constitution of the United States of America is supreme and all individuals are accountable under the law.</li> </ul>	GOVT.4c		
	Describe how Articles I, II, and III of the Constitution of the United States of America establish three co-equal branches of government.  Use the following information as a guide:  <b>Organization of the national government</b> <ul style="list-style-type: none"> <li>Article I establishes the legislative branch of the national government setting forth the two houses of Congress to make laws.</li> <li>Article II establishes the executive branch to carry out the laws passed by Congress.</li> <li>Article III creates the United States Supreme Court and empowers Congress to establish lower Federal Courts to interpret the laws.</li> </ul>	GOVT.4d		

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Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Constitution: Framework for Government in the United States (continued)	<p>Using the following information, evaluate how the amendment process provides a way that the Constitution of the United States of America can remain responsive to the needs of a changing nation:</p> <ul style="list-style-type: none"> <li>• Amendment: A formal revision to the Constitution, responding to needs of a changing nation</li> <li>• National amendment procedure (Article V) <ul style="list-style-type: none"> <li>To propose an amendment <ul style="list-style-type: none"> <li>– Requires a 2/3 vote of both Houses of Congress</li> </ul> </li> <li>OR <ul style="list-style-type: none"> <li>– Requires a national convention requested by 2/3 of state legislatures</li> </ul> </li> <li>To ratify an amendment <ul style="list-style-type: none"> <li>– Approval by 3/4 of state legislatures</li> </ul> </li> <li>OR <ul style="list-style-type: none"> <li>– Acceptance by conventions in 3/4 of states</li> </ul> </li> </ul> </li> </ul>	GOVT.4e		
	<p>Explain that to date, there have been 27 amendments to the original Constitution.</p>	GOVT.4e		

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Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Constitution: Framework for Government in the United States (continued)	Explain that civil liberties are freedoms upon which the government may not infringe.	GOVT.11a		
	Explain that the Bill of Rights is composed of the first ten amendments to the Constitution of the United States of America. It guarantees the rights of individuals and expresses limitations on federal and state governments.	GOVT.11a		
	<b>Identify First Amendment freedoms:</b> <ul style="list-style-type: none"> <li>• Religion <ul style="list-style-type: none"> <li>– Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion.</li> </ul> </li> <li>• Speech <ul style="list-style-type: none"> <li>– Individuals are free to express their opinions and beliefs.</li> </ul> </li> <li>• Press <ul style="list-style-type: none"> <li>– The press is free to gather and publish information, including that which criticizes the government.</li> </ul> </li> <li>• Assembly <ul style="list-style-type: none"> <li>– Individuals may peacefully gather.</li> </ul> </li> <li>• Petition <ul style="list-style-type: none"> <li>– Individuals have the freedom to make their views known to public officials.</li> </ul> </li> </ul>	GOVT.11a		

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Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Constitution: Framework for Government in the United States (continued)	Explain that the Bill of Rights protects citizens from: <ul style="list-style-type: none"> <li>• Unreasonable search and seizures</li> <li>• Double jeopardy</li> <li>• Self-incrimination</li> <li>• Cruel and unusual punishment</li> </ul>	GOVT.11a		
	Using the following information, analyze how the selective incorporation of the Bill of Rights through the 14th Amendment (due process of law clause) greatly enhances the protection of civil rights and extends the Bill of Rights protections to state proceedings: <ul style="list-style-type: none"> <li>• Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the Bill of Rights limits the national government.</li> <li>• The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.</li> </ul>	GOVT.11c		

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Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
The Constitution: Framework for Government in the United States (continued)	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Our Federal System of Government	<p>Using the following information, analyze how the Constitution of the United States of America provides for a federal system of government in which power is shared between the states and the national government:</p> <ul style="list-style-type: none"> <li>The Constitution of the United States of America establishes a federal form of government in which the national government is supreme.</li> <li>The powers not given to the national government by the Constitution of the United States of America are reserved to the states or people.</li> </ul>	GOVT.5a-d	<ul style="list-style-type: none"> <li>Group discussions</li> <li>Projects</li> <li>Quizzes</li> <li>Student reports</li> <li>Unit tests</li> <li>Writing assignments</li> </ul>	<p><i>See page 67 for reference information</i></p> <ul style="list-style-type: none"> <li>A Commonwealth of Knowledge</li> <li>Audiovisual materials</li> <li>Center for Civic Education</li> <li>Library of Congress</li> <li>National Geographic</li> <li>Smithsonian Institute</li> <li>Textbook</li> <li>Virginia Historical Society</li> <li>Virginia Museum of Fine Arts</li> <li>WorldNet Virginia</li> <li>1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>2001 History and Social Science Curriculum Framework</li> <li>2002 Sample Instructional Activities</li> </ul>
	<p><b>Identify powers of national government</b></p> <ul style="list-style-type: none"> <li>Expressed powers—Powers directly stated in the Constitution of the United States of America, such as the power to levy and collect taxes, make war, and regulate trade among the states</li> <li>Implied powers—Powers reserved by the national government but not specifically listed; source for implied powers is the elastic clause or “necessary and proper” clause (Article I, Sec. 8)</li> <li>Inherent powers—Powers that the national government may exercise simply because it is the national government, such as establishment of diplomatic relations and regulation of immigration</li> </ul>			

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Our Federal System of Government (continued)	<b>Identify areas where powers are shared</b> <ul style="list-style-type: none"> <li>Taxation</li> <li>Education policy</li> <li>Criminal justice laws</li> </ul>	GOVT.5a-d		
	Explain the conflicts between the state and national authority in a federal system are found in concurrently held powers.	GOVT.5a-d		
	<b>Identify powers denied to both the national and state governments</b> <ul style="list-style-type: none"> <li>Ex post facto laws</li> <li>Tax on exports</li> </ul>	GOVT.5a-d		
	Explain the federalism is not a static relationship between levels of government. The distribution of power between the states and the national government is the source of considerable political debate.	GOVT.5a-d		
	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: The Legislative Branch	<p>Describe how the legislative branch is a bicameral body with committees playing a major role in the legislative process:</p> <p><b>The two houses of Congress</b></p> <ul style="list-style-type: none"> <li>• The Senate: 100 members, with each state having two senators</li> <li>• The House of Representatives: 435 members, with representation based on the population of the state(s)</li> </ul> <p><b>Congressional committees</b></p> <ul style="list-style-type: none"> <li>• Committees are organized by subject matter.</li> <li>• Because of the large volume of work, committees are essential to the legislative process.</li> </ul>	GOVT.7a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Student reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<p><i>See page 67 for reference information</i></p> <ul style="list-style-type: none"> <li>• A Commonwealth of Knowledge</li> <li>• Audiovisual materials</li> <li>• Center for Civic Education</li> <li>• Library of Congress</li> <li>• National Geographic</li> <li>• Smithsonian Institute</li> <li>• Textbook</li> <li>• Virginia Historical Society</li> <li>• Virginia Museum of Fine Arts</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	<p>Explain that the Constitution of the United States of America grants both expressed and implied powers to the legislative branch.</p> <p><b>Expressed powers of Congress</b></p> <ul style="list-style-type: none"> <li>• Levy taxes</li> <li>• Borrow money</li> <li>• Regulate commerce</li> <li>• Coin money</li> </ul> <p>Implied powers allow Congress to do all things “necessary and proper” to carry out its expressed powers.</p>	GOVT.7a		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: The Legislative Branch (continued)	Evaluate how a constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches and protect against an abuse of power by any one branch of government.	GOVT.7b		
	<b>Identify checks of the legislative branch</b> <ul style="list-style-type: none"> <li>• Over the executive branch <ul style="list-style-type: none"> <li>– To override vetoes</li> <li>– To impeach a President</li> <li>– To approve treaties</li> <li>– To approve presidential appointments</li> </ul> </li> <li>• Over the judicial branch <ul style="list-style-type: none"> <li>– To approve federal judges</li> <li>– To impeach judges</li> </ul> </li> </ul>	GOVT.7b		
	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: The Executive Branch	Explain that the executive branch is headed by the President and Vice President, who are supported by the Executive Office, the cabinet, and the federal bureaucracy.	GOVT.7a	<ul style="list-style-type: none"> <li>Group discussions</li> <li>Projects</li> <li>Quizzes</li> <li>Student reports</li> <li>Unit tests</li> <li>Writing assignments</li> </ul>	<i>See page 67 for reference information</i> <ul style="list-style-type: none"> <li>A Commonwealth of Knowledge</li> <li>Audiovisual materials</li> <li>Center for Civic Education</li> <li>Library of Congress</li> <li>National Geographic</li> <li>Smithsonian Institute</li> <li>Textbook</li> <li>Virginia Historical Society</li> <li>Virginia Museum of Fine Arts</li> <li>WorldNet Virginia</li> <li>1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>2001 History and Social Science Curriculum Framework</li> <li>2002 Sample Instructional Activities</li> </ul>
	<b>Identify responsibilities of the President and Vice President</b> <ul style="list-style-type: none"> <li>Overseeing the various parts of the executive branch</li> <li>Enforcing laws</li> <li>Issuing executive ordinances</li> <li>Appointing and removing officials</li> <li>Making treaties and executive agreements</li> <li>Commanding the military</li> </ul>	GOVT.7a		
	Explain that a constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches and protects against an abuse of power by any one branch of government.	GOVT.7b		
	<b>Identify checks of the executive branch</b> <ul style="list-style-type: none"> <li>Over the legislative branch               <ul style="list-style-type: none"> <li>To veto acts of Congress</li> <li>To call special sessions of Congress</li> </ul> </li> <li>Over the judicial branch               <ul style="list-style-type: none"> <li>To appoint federal judges</li> </ul> </li> </ul>	GOVT.7b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: The Executive Branch (continued)	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: The Judicial Branch (continued)	Explain that the organization and powers of the judicial branch are derived from the Constitution of the United States of America and federal law.	GOVT.7a		
	<b>Describe the organization and jurisdiction of the United States Court System</b> <ul style="list-style-type: none"> <li>• Supreme Court <ul style="list-style-type: none"> <li>– Nine justices, no jury</li> <li>– Hears appeals from lower federal courts and highest state court</li> <li>– Has limited original jurisdiction</li> </ul> </li> <li>• United States Court of Appeals <ul style="list-style-type: none"> <li>– Judges, no jury</li> <li>– Hears appeals from United States district courts and certain other federal courts and commissions</li> </ul> </li> <li>• United States District Court <ul style="list-style-type: none"> <li>– Judge and jury</li> <li>– Tries cases involving federal crimes and federal civil proceedings</li> <li>– Does not hear appeals</li> </ul> </li> </ul>	GOVT.7a		
	Explain that a constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches and protects against an abuse of power by any one branch of government.	GOVT.7b		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: The Judicial Branch (continued)	<b>Describe the checks of the judicial branch:</b> <ul style="list-style-type: none"> <li>Over the legislative branch <ul style="list-style-type: none"> <li>To declare laws unconstitutional</li> </ul> </li> <li>Over the executive branch <ul style="list-style-type: none"> <li>To declare executive acts unconstitutional</li> </ul> </li> </ul>	GOVT.7b		
	Explain that the United States has a separate court system whose jurisdiction is derived from the Constitution of the United States of America and federal laws.	GOVT.10a		
	Explain that Article III of the Constitution of the United States of America and federal laws identify the jurisdiction of the federal courts.	GOVT.10a		
	<b>Describe the types of jurisdiction:</b> <ul style="list-style-type: none"> <li>Exclusive jurisdiction—Certain cases, such as bankruptcy and federal crimes, can only be tried in federal courts.</li> <li>Concurrent jurisdiction—Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of different states).</li> </ul>	GOVT.10a		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: The Judicial Branch (continued)	<b>Describe the jurisdiction of regular federal courts:</b> <ul style="list-style-type: none"> <li>Supreme Court—Appellate and limited original</li> <li>U. S. Court of Appeals—Appellate</li> <li>U. S. District Courts— Original</li> </ul>	GOVT.10a		
	Explain that the Supreme Court of the United States is the court of last resort. It hears appeals from state and special courts.	GOVT.10a		
	Using the following information, evaluate how the United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy: <ul style="list-style-type: none"> <li>Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power.</li> <li>In <i>Marbury v. Madison</i> (1803), Chief Justice Marshall and the Supreme Court first declared an act of Congress unconstitutional, thus establishing the power of judicial review.</li> </ul>	GOVT.10b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: The Judicial Branch (continued)	<p>Describe how the Supreme Court hears cases and makes decisions based on the opinions of the majority:</p> <p><b>Steps in deciding cases</b></p> <ul style="list-style-type: none"> <li>• Briefs—Both sides of the case and any interested parties submit written information summarizing their point of view.</li> <li>• Oral arguments—Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments.</li> <li>• Conference—Following oral arguments, justices meet to discuss the merits of a case. The decision of the court is determined by a majority vote.</li> <li>• Opinions—Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and justices have determined which opinion they will support, the decision is announced in public. Justices who disagree with those opinions may write a dissenting opinion</li> </ul>	GOVT.10c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: The Judicial Branch (continued)	Using the following information, explain how the philosophies of judicial activism and judicial restraint relate to the federal judiciary's exercise and its authority: <ul style="list-style-type: none"> <li>Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.</li> <li>Judicial activists believe federal courts should use the power of judicial review to solve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office.</li> <li>Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, it should decide cases in as narrow a manner as possible.</li> </ul>	GOVT.10d		
	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: Shaping Public Policy	<p>Using the following information, analyze how individuals have different opinions about the role of government in shaping public policy:</p> <p>Differences of opinion about the role of government are due primarily to ideology.</p> <p>An ideology is a set of basic beliefs about life, culture, government, and society. A person's ideology provides a framework for looking at government and public policy. Ideology is shaped by many factors including family, education, religion, socio-economic status, race and ethnicity, gender, and region. Traditionally, American political perspective falls into two broad categories of opinion:</p> <ul style="list-style-type: none"> <li>• Conservative—Generally believes that the role of government should be limited and that freedom of opportunity should be promoted</li> <li>• Liberal—Generally believes that the role of government should be active and that economic equality should be promoted</li> </ul>	GOVT.9a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Student reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<p><i>See page 67 for reference information</i></p> <ul style="list-style-type: none"> <li>• A Commonwealth of Knowledge</li> <li>• Audiovisual materials</li> <li>• Center for Civic Education</li> <li>• Library of Congress</li> <li>• National Geographic</li> <li>• Smithsonian Institute</li> <li>• Textbook</li> <li>• Virginia Historical Society</li> <li>• Virginia Museum of Fine Arts</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	<p>Explain that individuals may not always be consistent in their opinions about public policy (e.g., a person may hold conservative views about the economy and liberal views about society).</p>	GOVT.9a		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: Shaping Public Policy (continued)	Explain the public policy is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.	GOVT.9b		
	Explain that public policy is shaped by the interaction of the participants in the policy process with the policy agenda.	GOVT.9b		
	Explain that participants in the policy process include political leaders, interest groups, the media, and individual citizens.	GOVT.9b		
	Explain that these participants shape the policy agenda and develop public policy by: <ul style="list-style-type: none"> <li>• Attending political and governmental meetings</li> <li>• Lobbying</li> <li>• Working in campaigns</li> <li>• Contributing money to candidates and funding causes</li> <li>• Organizing public opinion</li> <li>• Filing a legal challenge</li> <li>• Petitioning government</li> <li>• Demonstrating</li> <li>• Running for office</li> </ul>	GOVT.9b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: Shaping Public Policy (continued)	Explain that public policy is primarily implemented by bureaucracies at the national, state, and local levels.	GOVT.9c		
	<p>Using the following information, explain how at all levels of government, bureaucracies conduct the day-to-day operation of government and carry out public policy.</p> <ul style="list-style-type: none"> <li>Bureaucracies shape the meaning of laws passed by legislatures through rule-making and help to draft new bills for lawmakers.</li> <li>Some bureaucrats shape policy by providing information and advice to the executive branches of government.</li> </ul>	GOVT.9c		
	<p><b>Identify levels of bureaucracy:</b></p> <ul style="list-style-type: none"> <li>National <ul style="list-style-type: none"> <li>Cabinet departments</li> <li>Office of the President</li> </ul> </li> <li>Federal agencies Virginia <ul style="list-style-type: none"> <li>Cabinet departments</li> <li>Office of the Governor</li> <li>State agencies</li> </ul> </li> <li>Local <ul style="list-style-type: none"> <li>County/city agencies</li> <li>Regional authorities</li> </ul> </li> </ul>	GOVT.9c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Government: Shaping Public Policy (continued)	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Parties, Voting and Interest Groups	Using the following information, evaluate how political parties are organized to win elections: <ul style="list-style-type: none"> <li>Each major political party seeks to define itself in ways that wins majority support while remaining committed to core principles.</li> <li>The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.</li> </ul>	GOVT.6a	<ul style="list-style-type: none"> <li>Group discussions</li> <li>Projects</li> <li>Quizzes</li> <li>Student reports</li> <li>Unit tests</li> <li>Writing assignments</li> </ul>	<i>See page 67 for reference information</i> <ul style="list-style-type: none"> <li>A Commonwealth of Knowledge</li> <li>Audiovisual materials</li> <li>Center for Civic Education</li> <li>Library of Congress</li> <li>National Geographic</li> <li>Smithsonian Institute</li> <li>Textbook</li> <li>Virginia Historical Society</li> <li>Virginia Museum of Fine Arts</li> <li>WorldNet Virginia</li> <li>1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>2001 History and Social Science Curriculum Framework</li> <li>2002 Sample Instructional Activities</li> </ul>
	Explain that political parties have national, state, and local organizations.	GOVT.6a		
	<b>Identify roles of political parties:</b> <ul style="list-style-type: none"> <li>Select candidates</li> <li>Raise funds</li> <li>Conduct campaigns</li> <li>Identify important issues</li> <li>Monitor the party in power</li> </ul>	GOVT.6a		
	Explain that third parties can form to highlight single issues in a given election or provide a long-term forum for minority views.	GOVT.6a		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Parties, Voting and Interest Groups (continued)	Explain that at each level of government, candidates for elective office are chosen using a variety of nominating methods.	GOVT.6b		
	<b>Identify ways individuals may seek nomination for national, state, and local office:</b> <ul style="list-style-type: none"> <li>• Caucus</li> <li>• Nominating conventions</li> <li>• Petitions</li> <li>• Direct primary</li> </ul>	GOVT.6b		
	Using the following information, describe how political parties nominate candidates for national, state, and local office: <ul style="list-style-type: none"> <li>• The two major political parties use the national nominating convention to select presidential and vice-presidential candidates.</li> <li>• In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office.</li> </ul>	GOVT.6b		
	Explain that democracy requires that elections be free, honest, and accurate.	GOVT.6b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Parties, Voting and Interest Groups (continued)	<p>Using the following information, evaluate how the high cost of getting elected has affected campaign funding and spending:</p> <ul style="list-style-type: none"> <li>• Running for political office is expensive.</li> <li>• Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.</li> <li>• The Federal Election Campaign Act provides for a system of financing based on three principles: <ul style="list-style-type: none"> <li>– Public funding of presidential elections</li> <li>– Limitations on the amounts presidential and congressional candidates may receive from contributors</li> <li>– Public disclosure of the amount candidates spend to get elected</li> </ul> </li> <li>• In state and local campaigns, campaign contributions are unlimited but must be reported.</li> <li>• Rising campaign costs require candidates to conduct extensive fundraising activities.</li> </ul>	GOVT.6c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Parties, Voting and Interest Groups (continued)	<p>Explain how media coverage, campaign advertising, and opinion polls influence public opinions during a political campaign:</p> <ul style="list-style-type: none"> <li>• Mass media (including Internet) influence public opinion.</li> <li>• Campaign advertisements are used to persuade and/or mobilize the electorate.</li> <li>• Scientific polling is used to measure public attitudes, target ads, and refine campaign strategies.</li> </ul>	GOVT.6d		
	Explain that the Constitution of Virginia and the Constitution of the United States of America require reapportionment of national, state, and local legislative bodies following each census.	GOVT.6e		
	Evaluate how changes in population and resulting reapportionment have a political effect on legislative membership at the national, state, and local levels.	GOVT.6e		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Parties, Voting and Interest Groups (continued)	Explain that redistricting is a legislative function.	GOVT.6e		
	Explain that redistribution of legislative seats can significantly change the outcome of elections.	GOVT.6e		
	Explain that gerrymandering is the process of redrawing district boundaries to benefit one political party or group of citizens.	GOVT.6e		
	Describe how United States Supreme Court cases in the early 1960s established the "one man, one vote" principle— <i>Wesberry v. Sanders</i> (1964).	GOVT.6e		
	<b>Analyze how amendments to the Constitution of the United States of America that extended suffrage:</b> <ul style="list-style-type: none"> <li>15th Amendment—Ensures right to vote regardless of race</li> <li>17th Amendment—Calls for direct election of United States senators</li> <li>19th Amendment—Grants women the right to vote</li> <li>23rd Amendment—Allows voters in Washington, D.C., to vote for President and Vice President</li> <li>26th Amendment—Gives the right to vote to citizens 18 years and older</li> </ul>	GOVT.6f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Parties, Voting and Interest Groups (continued)	Evaluate how the extent of engagement in a political campaign can be measured by voter turnout.	GOVT.6g		
	<b>Identify influences on voter turnout:</b> <ul style="list-style-type: none"> <li>• Campaign issues</li> <li>• Candidates</li> <li>• Voter attitudes toward government</li> <li>• Voter loyalty to political parties</li> </ul>	GOVT.6g		
	Explain that education, age, and income are important factors in predicting which citizens will vote.	GOVT.6g		
	Analyze why more citizens vote in presidential elections than in other national, state, and local contests, but the percentage of Americans voting in presidential elections is on the decline.	GOVT.6g		
	Explain that voter apathy, dissatisfaction, and the failure to meet voting requirements contribute to the decline in voting.	GOVT.6g		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Parties, Voting and Interest Groups (continued)	<p>Using the following information, describe how individuals, interest groups, and the media influence public policy:</p> <p><b>Ways individuals influence public policy</b></p> <ul style="list-style-type: none"> <li>• Participating in politics (voting, campaigning)</li> <li>• Expressing opinions (lobbying, demonstrating, writing letters)</li> <li>• Joining interest groups</li> </ul> <p><b>Ways interest groups influence public policy</b></p> <ul style="list-style-type: none"> <li>• Identifying issues</li> <li>• Making political contributions</li> <li>• Lobbying government officials</li> </ul> <p><b>Ways the media influences public opinion</b></p> <ul style="list-style-type: none"> <li>• Giving selective attention to issues</li> <li>• Shaping public opinion by influencing attitudes and beliefs</li> <li>• Providing information to policy-makers</li> </ul>	GOVT.9d		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Political Parties, Voting and Interest Groups (continued)	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
State and Local Government	Explain that the Constitution of Virginia provides for legislative, executive, and judicial branches.	GOVT.8a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Student reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 67 for reference information</i> <ul style="list-style-type: none"> <li>• A Commonwealth of Knowledge</li> <li>• Audiovisual materials</li> <li>• Center for Civic Education</li> <li>• Library of Congress</li> <li>• National Geographic</li> <li>• Smithsonian Institute</li> <li>• Textbook</li> <li>• Virginia Historical Society</li> <li>• Virginia Museum of Fine Arts</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	<p><b>Describe how the three branches of Virginia government are organized and their essential duties:</b></p> <ul style="list-style-type: none"> <li>• The executive branch consists of three statewide elected officials.               <ul style="list-style-type: none"> <li>– The governor, who is the chief executive officer of the state, is responsible for preparing the biennial state budget, overseeing the execution of state laws and policies, and proposing legislation to the legislature. Governors serve for a four-year term and may not serve two consecutive terms.</li> <li>– The lieutenant governor's main duty is to preside over the state Senate when it is in session.</li> <li>– The attorney general is the state's highest legal officer, who oversees all law enforcement activity.</li> <li>– The legislative branch of Virginia is known as the General Assembly. It is the oldest continuous legislative body in the Americas. The General Assembly is a bicameral (two-house) law-making body. The Senate consists of 40 members, who serve single-member districts based upon population. Senators are elected to four-year terms.</li> </ul> </li> </ul>	GOVT.8a		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
State and Local Government (continued)	<p>(three branches of Virginia government continued)</p> <ul style="list-style-type: none"> <li>– The House of Delegates consists of 100 members representing single-member districts based upon population. Members serve two-year terms.</li> <li>• Virginia's judicial system consists of four levels of courts. Judges are elected by the state legislature for a specific term. <ul style="list-style-type: none"> <li>– Supreme Court: Reviews decisions of lower courts</li> <li>– Court of Appeals: Provides a review of lower court decisions and state commissions</li> <li>– Circuit Courts: Has original and appellate jurisdiction in civil and criminal cases</li> <li>– General District Courts: Has original jurisdiction in misdemeanor and traffic cases</li> </ul> </li> </ul>	GOVT.8a		
	<p>Using the following information, describe how local governments in Virginia are organized and vary in type, form of organization, and responsibilities:</p> <ul style="list-style-type: none"> <li>• Counties, independent cities, and incorporated towns are the three types of local government in Virginia.</li> <li>• Cities are separate governmental entities independent of the authority and taxing power of adjoining counties.</li> <li>• Incorporated towns are governmentally part of the county in which they are located.</li> </ul>	GOVT.8b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
State and Local Government (continued)	(local governments in Virginia continued) <ul style="list-style-type: none"> <li>Counties and independent cities, as units of local government, adopt and enforce ordinances and provide services for their residents.</li> <li>An elected board of supervisors is generally responsible for the legislative and administrative affairs of the county.</li> <li>An elected council is the local legislative body in independent cities and incorporated towns.</li> </ul>	GOVT.8b		
	Explain that regional authorities are created by the General Assembly to serve one or more special functions such as planning, land use, developing regional transportation facilities, and maintaining water and waste disposal systems.	GOVT.8b		
	Explain that regional authorities are political subdivisions of the state and address needs that cross local government boundaries.	GOVT.8b		
	Describe how responsible citizens can exert influence on the policymaking process at the local level.	GOVT.8b		
	Explain that the authority of local governments in Virginia is derived from the state.	GOVT.8c		
	Describe the relationship between the state and local government using Dillon's Rule: All power of the local government is derived from the state.	GOVT.8c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
State and Local Government (continued)	Explain that counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.	GOVT.8c		
	Explain how local and state public policy is shaped by the interaction of the participants in the policy process with the policy agenda.	GOVT.9b		
	Explain how local and state public policy is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.	GOVT.9b		
	Describe how local and state participants in the policy process include political leaders, interest groups, the media, and individual citizens.	GOVT.9b		
	Describe how local and state participants shape the policy agenda and develop public policy by <ul style="list-style-type: none"> <li>• Attending political and governmental meetings</li> <li>• Lobbying</li> <li>• Working in campaigns</li> <li>• Contributing money to candidates and funding causes</li> <li>• Organizing public opinion</li> <li>• Filing a legal challenge</li> <li>• Petitioning government</li> <li>• Demonstrating</li> <li>• Running for office</li> </ul>	GOVT.9b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
State and Local Government (continued)	Explain that public policy is primarily implemented by bureaucracies at the national, state, and local levels.	GOVT.9b		
	<p>Using the following information, explain how at all levels of government, bureaucracies conduct the day-to-day operation of government and carry out public policy.</p> <ul style="list-style-type: none"> <li>Bureaucracies shape the meaning of laws passed by legislatures through rule-making and help to draft new bills for lawmakers.</li> <li>Some bureaucrats shape policy by providing information and advice to the executive branches of government.</li> </ul>	GOVT.9c		
	<p><b>Identify levels of bureaucracy:</b></p> <ul style="list-style-type: none"> <li>National <ul style="list-style-type: none"> <li>Cabinet departments</li> <li>Office of the President</li> <li>Federal agencies</li> </ul> </li> <li>Virginia <ul style="list-style-type: none"> <li>Cabinet departments</li> <li>Office of the Governor</li> <li>State agencies</li> </ul> </li> <li>Local <ul style="list-style-type: none"> <li>County/city agencies</li> <li>Regional authorities</li> </ul> </li> </ul>	GOVT.9b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
State and Local Government (continued)	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, dia grams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship-Rights, Responsibilities and Liberties	Describe concepts that define the meaning of democracy as expressed in the United States Constitutional system.	GOVT.3a-e	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Student reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 67 for reference information</i> <ul style="list-style-type: none"> <li>• A Commonwealth of Knowledge</li> <li>• Audiovisual materials</li> <li>• Center for Civic Education</li> <li>• Library of Congress</li> <li>• National Geographic</li> <li>• Smithsonian Institute</li> <li>• Textbook</li> <li>• Virginia Historical Society</li> <li>• Virginia Museum of Fine Arts</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Explain that concepts of democracy define and shape the meaning of citizenship.	GOVT.3a-e		
	<b>Identify fundamental political concepts:</b> <ul style="list-style-type: none"> <li>• Fundamental worth and dignity of the individual: All persons are entitled to life, liberty, and due process under the law.</li> <li>• Equality: All persons are entitled to equal rights and treatment before the law.</li> <li>• Majority rule: The will of the majority as expressed through elections is fundamental to the American system.</li> <li>• Minority rights: The Constitution of the United States protects the rights of the few from oppression.</li> <li>• Compromise: The structure of the United States government necessitates compromise by all sides.</li> <li>• Individual freedom: All persons are born free, equal, and independent.</li> </ul>	GOVT.3a-e		
	Explain that an analysis of current events demonstrates contemporary applications of democratic concepts.	GOVT.3a-e		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship-Rights, Responsibilities and Liberties (continued)	Explain that Civil liberties are freedoms upon which the government may not infringe.	GOVT.11a		
	Explain that the Bill of Rights is composed of the first ten amendments to the Constitution of the United States of America. It guarantees the rights of individuals and expresses limitations on federal and state governments.	GOVT.11a		
	<b>Identify First Amendment freedoms:</b> <ul style="list-style-type: none"> <li>• Religion <ul style="list-style-type: none"> <li>– Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion.</li> </ul> </li> <li>• Speech <ul style="list-style-type: none"> <li>– Individuals are free to express their opinions and beliefs.</li> </ul> </li> <li>• Press <ul style="list-style-type: none"> <li>– The press is free to gather and publish information, including that which criticizes the government.</li> </ul> </li> <li>• Assembly <ul style="list-style-type: none"> <li>– Individuals may peacefully gather.</li> </ul> </li> <li>• Petition <ul style="list-style-type: none"> <li>– Individuals have the freedom to make their views known to public officials.</li> </ul> </li> </ul>	GOVT.11a		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship-Rights, Responsibilities and Liberties (continued)	Explain that the Bill of Rights protects citizens from <ul style="list-style-type: none"> <li>• Unreasonable search and seizures</li> <li>• Double jeopardy</li> <li>• Self-incrimination</li> <li>• Cruel and unusual punishment</li> </ul>	GOVT.11a		
	Explain how the right to due process of law is outlined in the 5th and 14th Amendments of the Constitution of the United States of America.	GOVT.11b		
	<b>Describe two types of due process of law</b> <ul style="list-style-type: none"> <li>• Procedural due process of law—The government must use fair proceedings.</li> <li>• Substantive due process of law—The laws under which the government acts must be constitutional.</li> </ul>	GOVT.11b		
	Explain how the 5th and 14th amendments to the Constitution of the United States of America protect due process of law: <ul style="list-style-type: none"> <li>• 5th Amendment—Prohibits the national government from acting in an unfair or arbitrary manner</li> <li>• 14th Amendment—Prohibits state and local governments from acting in an unfair or arbitrary manner.</li> </ul>	GOVT.11b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship-Rights, Responsibilities and Liberties (continued)	<p>Using the following information, analyze how the selective incorporation of the Bill of Rights through the 14th Amendment (due process of law clause) greatly enhances the protection of civil rights and extends the Bill of Rights protections to state proceedings:</p> <ul style="list-style-type: none"> <li>Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the Bill of Rights limits the national government.</li> </ul> <p>The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.</p>	GOVT.11c		
	<p>Explain how the protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States of America, is balanced by compelling public interest.</p>	GOVT.11d		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship-Rights, Responsibilities and Liberties (continued)	Describe the limitations of rights because, few rights, if any, are considered absolute: <ul style="list-style-type: none"> <li>Some forms of speech are not protected (e.g., libel, slander, and obscenity).</li> <li>Speech that is a "clear and present danger" is not protected (e.g., shouting fire in a crowded building).</li> <li>The press can be restricted when publication will cause serious and irreparable harm (e.g., national security).</li> </ul>	GOVT.11d		
	Explain that the equal protection clause is contained in the 14th Amendment to the Constitution of the United States of America.	GOVT.11e		
	Explain that the equal protection guarantee of the 14th Amendment provides the basis for the safekeeping of civil rights.	GOVT.11e		
	Describe how the promise of equal protection under the law does not guarantee all people will be treated exactly the same.	GOVT.11e		
	Explain that the government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol).	GOVT.11e		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship-Rights, Responsibilities and Liberties (continued)	<b>Analyze applications of the equal protection principle:</b> <ul style="list-style-type: none"> <li>Civil Rights Movement—Congress passed a series of laws outlawing discrimination.</li> <li>Affirmative Action—The government passed laws and implemented procedures to reverse the effects of years of discrimination primarily against women and minorities.</li> </ul>	GOVT.11e		
	Explain that thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	GOVT.17a-e		
	<b>Identify characteristics of good citizens:</b> <ul style="list-style-type: none"> <li>Trustworthiness and honesty</li> <li>Courtesy</li> <li>Respect for the rights of others</li> <li>Responsibility</li> <li>Accountability</li> <li>Self-reliance</li> <li>Respect for the law</li> <li>Patriotism</li> </ul>	GOVT.17a-e		
	Explain that thoughtful and effective participation in civic life is essential to the nation’s well-being.	GOVT.18a-f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship-Rights, Responsibilities and Liberties (continued)	<b>Identify duties of responsible citizens:</b> <ul style="list-style-type: none"> <li>To obey the law</li> <li>To pay taxes</li> <li>To serve as jurors</li> <li>To register and vote</li> <li>To perform public service</li> <li>To keep informed</li> <li>To respect the opinions of others</li> </ul>	GOVT.18a-f		
	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Comparative Government and Foreign Policy	Explain that American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries.	GOVT.12a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Student reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 67 for reference information</i> <ul style="list-style-type: none"> <li>• A Commonwealth of Knowledge</li> <li>• Audiovisual materials</li> <li>• Center for Civic Education</li> <li>• Library of Congress</li> <li>• National Geographic</li> <li>• Smithsonian Institute</li> <li>• Textbook</li> <li>• Virginia Historical Society</li> <li>• Virginia Museum of Fine Arts</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Explain that the President has primary responsibility for making foreign policy; the President can negotiate, persuade, apply economic pressure, and threaten military intervention.	GOVT.12a		
	<b>Describe foreign policy powers of other branches:</b> <ul style="list-style-type: none"> <li>• Congress has the power to declare war and to appropriate funds.</li> <li>• The Senate has the power to confirm ambassadors and to ratify treaties.</li> <li>• The Supreme Court has the power to interpret treaties.</li> </ul>	GOVT.12a		
	<b>Identify key agencies in the foreign policy arena:</b> <ul style="list-style-type: none"> <li>• State Department</li> <li>• National Security Council</li> <li>• Foreign Service</li> <li>• Department of Defense</li> <li>• Central Intelligence Agency</li> </ul>	GOVT.12a		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Comparative Government and Foreign Policy (continued)	Using the following information, explain how public policy decisions are made and implemented: <ul style="list-style-type: none"> <li>Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues.</li> <li>The President is the Commander in Chief of the armed forces.</li> </ul>	GOVT.12a		
	Using the following information, explain how American interests are safeguarded at home and abroad: <ul style="list-style-type: none"> <li>Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.</li> </ul>	GOVT.12a		
	Explain that United States foreign policy priorities reflect American political values.	GOVT.12b		
	<b>Evaluate foreign policy goals and how the national interest shapes foreign policy decisions:</b> <ul style="list-style-type: none"> <li>Fulfilling a commitment to preserve a peaceful world</li> <li>Promoting democratic values</li> <li>Protecting nations from aggression</li> <li>Encouraging market-oriented economies and free trade</li> <li>Safeguarding the global environment</li> <li>Advancing international cooperation</li> </ul>	GOVT.12b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Comparative Government and Foreign Policy (continued)	Explain that making foreign policy decisions requires balancing competing or contradictory foreign policy goals.	GOVT.12b		
	Explain that total world production is greater when nations specialize in the production of those products that can be produced most efficiently.	GOVT.12c		
	Explain that the economies of Virginia and the United States depend on resources and markets around the world for the production and sale of goods and services.	GOVT.12c		
	Explain that Virginia and United States businesses have become multinational in their quest for resources, markets, and profits.	GOVT.12c		
	Explain that international trade provides Virginia and the United States with goods and services for which they do not possess absolute or comparative advantage.	GOVT.12c		
	Explain that Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage and trade for other items.	GOVT.12c		
	Evaluate how the United States continues to face challenges to its security and economic well-being in the post-Cold War era.	GOVT.12d		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Comparative Government and Foreign Policy (continued)	Identify challenges that shaped American foreign policy in the post-Cold War world.	GOVT.12d		
	<b>Identify recent initiatives addressing foreign policy challenges:</b> <ul style="list-style-type: none"> <li>• Trade with China</li> <li>• Human rights abuses</li> <li>• Nuclear and biological arms control</li> <li>• The future of NATO</li> <li>• Curbing drug traffic</li> <li>• Global environment</li> </ul>	GOVT.12d		
	Explain that in recent decades the national government has worked to reduce barriers to international trade.	GOVT.12d		
	Explain how the national government has worked to promote fair and free trade throughout the world.	GOVT.12d		
	Identify the North American Free Trade Agreement (NAFTA)—A free-trade zone (Canada, Mexico, and the United States) intended to eliminate trade barriers, promote fair competition, and increase investment opportunities.	GOVT.12d		
	Explain that governments organize their institutions to serve the fundamental purposes for which government is established.	GOVT.13a-c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Comparative Government and Foreign Policy (continued)	<p><b>Explain that the two most common ways to organize institutions of the central government:</b></p> <ul style="list-style-type: none"> <li>• A federal system of government (United States and Mexico)— Powers are shared between levels of government; powers are separated and shared among the branches of the national government.</li> <li>• A unitary system of government (Great Britain)—All governmental power is vested in the central government, which may choose to delegate some of its authority; this type of government often has a parliamentary system. The legislative branch holds both legislative and executive powers. The executive is chosen by the legislature.</li> </ul>	GOVT.13a-c		
	<p>Explain how participation in the political process reflects the degree to which governmental power is limited:</p> <ul style="list-style-type: none"> <li>• Limited governments have restraints on power and encourage broad-based participation in the political process.</li> <li>• Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or small group.</li> <li>• The Chinese Communist Party (CCP) controls all levels of government in the People’s Republic of China. Participation in the political process is limited.</li> </ul>	GOVT.13a-c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Comparative Government and Foreign Policy (continued)	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Free Market and Other Economic Systems	Explain the every society must answer three basic economic questions.	GOVT.14a	<ul style="list-style-type: none"> <li>Group discussions</li> <li>Projects</li> <li>Quizzes</li> <li>Student reports</li> <li>Unit tests</li> <li>Writing assignments</li> </ul>	<i>See page 67 for reference information</i> <ul style="list-style-type: none"> <li>A Commonwealth of Knowledge</li> <li>Audiovisual materials</li> <li>Center for Civic Education</li> <li>Library of Congress</li> <li>National Geographic</li> <li>Smithsonian Institute</li> <li>Textbook</li> <li>Virginia Historical Society</li> <li>Virginia Museum of Fine Arts</li> <li>WorldNet Virginia</li> <li>1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>2001 History and Social Science Curriculum Framework</li> <li>2002 Sample Instructional Activities</li> </ul>
	<b>Identify the three basic economic questions:</b> <ul style="list-style-type: none"> <li>What goods and services should be produced?</li> <li>How should they be produced?</li> <li>For whom are they produced?</li> </ul>			
	Explain that how a society answers these questions determines the type of economy it has.			
	Explain that the type of economy is determined by the amount of government involvement in economic decision making.	GOVT.14b		
	<b>Using the following information, describe the basic characteristics of free market, command, and mixed economics:</b>  <b>Free market</b> <ul style="list-style-type: none"> <li>A free market economy is characterized by private ownership of property/resources, profit, competition, consumer sovereignty, and individual choice.</li> <li>Adam Smith was one of the founders of free-market capitalism.</li> </ul>	GOVT.14b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Free Market and Other Economic Systems (continued)	<p>(basic characteristics of free market, command, and mixed economics continued)</p> <p><b>Command economy</b></p> <ul style="list-style-type: none"> <li>A command economy is characterized by central ownership of property/resources, centrally-planned economy, and lack of consumer choice.</li> <li>Karl Marx provided the ideological foundation for communist/centrally-planned economies.</li> </ul> <p><b>Mixed economy</b></p> <ul style="list-style-type: none"> <li>Individuals and businesses make decisions for the private sector.</li> <li>Government makes decisions for the public sector.</li> <li>Government's role is greater than in a free-market economy.</li> <li>Most economies today are mixed economies.</li> </ul>	GOVT.14b		
	<p>Explain that a strong relationship exists between the economic and political freedoms enjoyed by citizens of free and authoritarian nations.</p>	GOVT.14d		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Free Market and Other Economic Systems (continued)	<p>Explain that the degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy:</p> <p><b>Democratic nations</b></p> <ul style="list-style-type: none"> <li>• High degree of economic freedom</li> <li>• High degree of political freedom</li> </ul> <p><b>Authoritarian nations</b></p> <ul style="list-style-type: none"> <li>• Limited economic freedom</li> <li>• Limited political freedom</li> </ul>	GOVT.14d		
	Explain that formulation of economic policies requires an understanding of accurate measures of the economy's performance.	GOVT.14e		
	<p><b>Identify indicators of economic performance:</b></p> <ul style="list-style-type: none"> <li>• Gross Domestic Product (GDP) is the total dollar value of all final goods and services produced in a year.</li> <li>• Consumer price index measures the monthly price changes of sample consumer goods and services.</li> <li>• Unemployment rate is the percentage of the labor force without jobs.</li> <li>• Balance of trade is the difference in dollar value of imports and exports.</li> <li>• Stock market averages are select groups of stocks whose performance is averaged, and over time the averages serve as an indicator for the market.</li> </ul>	GOVT.14e		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Free Market and Other Economic Systems (continued)	Explain that productivity is the amount of output per unit of input over a period of time.	GOVT.14e		
	Explain that productivity and standards of living are generally higher in economies that have limited government planning and control of the economy.	GOVT.14e		
	Explain that entrepreneurship is the organizational abilities and risk-taking involved in starting a new business or introducing a new product.	GOVT.15a		
	Explain that the entrepreneur sees an economic need and tries to fill it.	GOVT.15a		
	Explain that entrepreneurs must have the freedom to start new business ventures but must accept the responsibilities of that freedom.	GOVT.15a		
	Explain that entrepreneurs must be willing to take risks, handle rejection, survive financial uncertainty, and make personal sacrifices.	GOVT.15a		
	Explain that profit is the difference between the revenue received from the sale of a good or service and the costs of providing that good or service.	GOVT.15a		
	Explain that profit is an entrepreneur's reward for taking a risk and succeeding.	GOVT.15a		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Free Market and Other Economic Systems (continued)	Using the following information, describe the relationship between entrepreneurship and economic independence: <ul style="list-style-type: none"> <li>Economic structures that provide freedom of choice encourage and possess higher levels of entrepreneurship.</li> </ul>	GOVT.15a		
	Describe the three basic ways that businesses organize to earn profits: <ul style="list-style-type: none"> <li>Proprietorship—A form of business organization with one owner who takes all the risks and all the profits.</li> <li>Partnership—A form of business organization with two or more owners who share the risks and the profits.</li> <li>Corporation—A form of business organization that is authorized by law to act as a legal person regardless of the number of owners.</li> </ul>	GOVT.15b		
	Explain that in a corporation, owners share in the profit and limit their liability to the amount of their investment.	GOVT.15b		
	Explain that the production of goods and services depends on four basic categories of resources which are interdependent in the production process.	GOVT.15c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Free Market and Other Economic Systems (continued)	<b>Identify the factors of production:</b> <ul style="list-style-type: none"> <li>Labor, also called human resources, is any form of human effort used in the production of goods and services.</li> <li>Capital is human-made resources (tools, buildings, equipment) used in the production of other goods and services.</li> <li>Natural resources are those items provided by nature that are used in the production of goods and services.</li> <li>An entrepreneur is the risk-taker who organizes the other resources for production.</li> </ul>	GOVT.15c		
	Explain that all production depends on natural resources, which need capital for conversion to usable goods and labor to make the conversion.	GOVT.15c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills			Related SOL	Sample Classroom Assessment Methods	Sample Resources
Free Market and Other Economic Systems (continued)	Using the following chart, explain how the interaction of supply and demand in a market economy determines price.			GOVT.15d		
		<i>Definition</i>	<i>Laws</i>		<i>Determinants</i>	<i>Equilibrium</i>
	<b>Demand</b>	Willingness and ability to buy various quantities of a good or service at various prices	Law of Demand—Quantity demanded varies inversely to price: If all else remains equal, the lower the price, the higher the quantity demanded, and the higher the price, the lower the quantity demanded.		Factors other than price influencing demand:  Substitutes, complements, number of demanders, consumer preference, income	Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.
	<b>Supply</b>	Willingness and ability to provide various quantities of a good or service at various prices	Law of Supply—Quantity supplied varies directly with price: If all else remains equal, the lower the price, the lower the quantity supplied, and the higher the price, the higher the quantity supplied.		Factors other than price influencing supply:  Number of producers, technology, government policies, productivity of resources	Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.
	Explain that households, firms, and government are interdependent in a market economy.			GOVT.15e		
	Explain that resources, goods and services, and money constantly flow in a market economy.			GOVT.15e		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)



## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Free Market and Other Economic Systems (continued)	<p>Using the following information, explain how the interaction of households, firms, and the government are referred to as the circular flow of economic activity:</p> <ul style="list-style-type: none"> <li>Households, owners of the factors of production, sell those resources to firms.</li> <li>Firms use the resources to produce goods and services that households want.</li> <li>Households use the money from the sale of resources to purchase goods and services.</li> <li>Firms use the money from the sale of goods and services to buy more productive resources.</li> <li>Government taxation policies and regulations may speed up or slow down the flow of resources, goods and services, and money in a market economy.</li> </ul>	GOVT.15e		
	Explain that the economy of the United States depends on resources and markets around the world for the production and sale of goods and services.	GOVT.15f		
	Explain that United States businesses have become multinational in their quest for productive resources, markets, and profits.	GOVT.15f		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Free Market and Other Economic Systems (continued)	<p>Using the following information, explain how economics are interdependent:</p> <ul style="list-style-type: none"> <li>Resources are distributed unequally.</li> <li>Some economies can produce certain products more efficiently than other economies, thus having an absolute advantage in the production of that product.</li> <li>Trade provides economies with items in which they do not possess absolute advantage.</li> <li>Voluntary trade benefits all parties involved.</li> <li>When an economy is more efficient than other economies in producing a product, it has a comparative advantage in that product.</li> <li>Economies benefit when they produce those products in which they have a comparative advantage and trade for other items.</li> <li>Total world production is greater when nations specialize in the production of those products that they can produce most efficiently.</li> </ul>	GOVT.15f		
	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet.	GOVT.1b		
	Analyze political cartoons, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Identify a problem and prioritize solutions.	GOVT.1f		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Government and the Economy	Explain that maintaining freedom of choice in the marketplace is the basis of the free-enterprise system. Government plays a limited but important role in the protection of individual economic freedoms.	GOVT.14c	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Student reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 67 for reference information</i> <ul style="list-style-type: none"> <li>• A Commonwealth of Knowledge</li> <li>• Audiovisual materials</li> <li>• Center for Civic Education</li> <li>• Library of Congress</li> <li>• National Geographic</li> <li>• Smithsonian Institute</li> <li>• Textbook</li> <li>• Virginia Historical Society</li> <li>• Virginia Museum of Fine Arts</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Explain that individuals have the right to the basic economic freedoms enjoyed in a free market society. The government is responsible for protecting those freedoms.	GOVT.14c		
	<b>Identify economic freedoms of individuals:</b> <ul style="list-style-type: none"> <li>• Ability to earn money</li> <li>• Right to purchase property</li> <li>• Right to spend incomes on goods and services</li> <li>• Right to choose occupations or change jobs</li> <li>• Right to make choices about where to save and how much</li> <li>• Right to open new businesses</li> </ul>	GOVT.14c		
	Describe the government's role in protecting economic freedoms: <ul style="list-style-type: none"> <li>• The government has created certain consumer protection laws and agencies.</li> </ul>	GOVT.14c		
	Explain that two major instruments for influencing economic activity are monetary and fiscal policies.	GOVT.16a		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Government and the Economy (continued)	Describe how monetary and fiscal policy influence economic activity: <ul style="list-style-type: none"> <li>Changes in fiscal and monetary policies can stimulate or slow the economy.</li> </ul>	GOVT.16a		
	Describe how the Federal Reserve System serves as the United States central bank: <ul style="list-style-type: none"> <li>The Federal Reserve Board controls monetary policy by changing the availability of loanable funds or adjusting interest rates.</li> </ul>	GOVT.16a		
	Explain that three instruments of monetary policy are reserve requirements, discount rates, and open-market operations.	GOVT.16a		
	Explain that the government can use fiscal policies which are changes in taxing, changes in spending, and the issue of government bonds to influence economic activity.	GOVT.16a		
	Explain that public goods and services, sometimes called collective goods and services, benefit many but would not be available to everyone if individuals had to provide them.	GOVT.16b		
	Describe how many public goods and services would not be available if they were not provided by the government.	GOVT.16b		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Government and the Economy (continued)	Explain what are public goods and services.	GOVT.16b		
	Describe how taxes pay for the production of public goods and services.	GOVT.16b		
	<b>Identify reasons why government provides public goods and services:</b> <ul style="list-style-type: none"> <li>It is more efficient.</li> <li>The goods or services may benefit individuals other than the purchaser.</li> <li>The value of the goods or services is greater than the individual consumer could afford.</li> <li>It promotes economic equity.</li> </ul>	GOVT.16b		
	Using the following information explain how protecting the environment is a public service.	GOVT.16c		
	Explain the role of government in protecting property rights: <ul style="list-style-type: none"> <li>Property rights of an individual are relative and limited.</li> </ul>	GOVT.16c		
	Explain the role of government in the enforcement of legal contracts: <ul style="list-style-type: none"> <li>Contracts are legally binding.</li> </ul>	GOVT.16c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Government and the Economy (continued)	<p>Explain how governmental agencies have been created to protect consumer safety and against fraud and deception:</p> <ul style="list-style-type: none"> <li>• Consumer Product Safety Commission—Ensures safety of products other than food, drugs, and cosmetics</li> <li>• Food and Drug Administration— Ensures the safety of food, drugs, and cosmetics</li> <li>• The government sets regulations, levies fees, and subsidizes reduction efforts to ensure that the producer pays all costs of pollution.</li> </ul> <p>Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law. However, the rights of a society as a whole rank above those of the individual.</p> <p>Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding.</p> <p>The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety. The government can also intervene in labor-management relations and can regulate competition in the marketplace.</p>	GOVT.16c		

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## Virginia and United States Government Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Government and the Economy (continued)	Explain that the government can intervene in labor management relations and can regulate competition in the marketplace.	GOVT.16c		
	Analyze primary and secondary source documents.	GOVT.1a		
	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet.	GOVT.1b		
	Analyze political cartoons, political advertisements, pictures, and other graphic media.	GOVT.1c		
	Distinguish between relevant and irrelevant information.	GOVT.1d		
	Evaluate information for accuracy, separating fact from opinion.	GOVT.1e		
	Identify a problem and prioritize solutions.	GOVT.1f		

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## Virginia and United States Government Sample Scope and Sequence

### Resources

Center for Civic Education—<http://www.civiced.org>

A Commonwealth of Knowledge: Virginia's Site for Educators—<http://www.Knowledge.State.va.us/welcome.htm>

*Documents of American History*—<http://www.pen.k12.va.us/VDOE/Instruction/AmericanDoc99.pdf>

Education Place—<http://www.eduplace.com/ss/ssmaps/> (This site permits you to print a variety of maps.)

GovSpot—<http://www.govspot.com>

Library of Congress

<http://thomas.loc.gov/> (This site focuses on legislation, the Congressional Record, and status of current bills.)

<http://www.loc.gov/library/>

National Council of Social Studies—<http://www.socialstudies.org>

National Geographic—<http://nationalgeographic.com/> (This site provides information and copies of maps.)

Smithsonian Institute—<http://www.si.edu/info/education.htm>

United States Department of Education—<http://www.ed.gov/EdRes/index.html>

Virginia Historical Society—<http://www.vahistorical.org/>

Virginia Museum of Fine Arts—<http://www.vmfa.state.va.us/>

WorldNet Virginia—<http://worldnetva.pwnet.org/>

1995 Standards of Learning Assessment Blueprint—<http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum Framework—[http://www.pen.k12.va.us/VDOE/Instruction/History/his\\_ss\\_framework.html](http://www.pen.k12.va.us/VDOE/Instruction/History/his_ss_framework.html)